

**Five-Year Academic Program Review
Community and Nonprofit Leadership Major
School of Human Ecology (SoHE) - Civil Society and Community Studies
University of Wisconsin – Madison
Approved January 26, 2015 by SoHE Academic Planning Council**

This is the first five-year academic program review of the Community and Nonprofit Leadership (CNPL) major that was established in 2009. This report summarizes the current state and trends over time of the CNPL undergraduate major. The report is organized in the following order:

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I. Background: Overview and History of the Program

In 2009, in accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.0 revised June 2006), the new program proposal for a B.S. in Community and Nonprofit Leadership at University of Wisconsin-Madison was presented to the Board of Regents for consideration. The proposal was approved, and the program was subject to a regent-mandated review to begin five years after its implementation.

The Community and Nonprofit Leadership (CNPL) major was designed to prepare graduates for work in nonprofit and community-based organizations and programs. Thus, it was planned that students will gain knowledge and skills enabling them to create, support, and lead innovative community-based efforts to support, empower, and serve youth, adults, and families. They will work in nonprofit organizations that address such human and family issues as child and family development, consumer resources, housing, food security and nutrition, family-school relations, and family and community organizing. A paid or unpaid internship with responsibilities for programming related to family/human issues in the community in a nonprofit setting is a required component.

Growth in the nonprofit sector and a refocusing of scholarly activity in the School of Human Ecology to expand emphasis on nonprofit organizations are among factors that provided the impetus to create this major. There are over two million nonprofit organizations operating nationally, with 31,000 in Wisconsin and an estimated 900 charitable nonprofit organizations in Dane County. Moreover, the sector has been growing steadily. This activity presents a tremendous opportunity for scholarship and research for faculty and students, for educational activity, and for future employment opportunities for graduates from this program.

The CNPL major is a 120-credit program. It can be completed in eight fall/spring semesters (and may include summer sessions – particularly efficient for more flexible internship schedules). Students may declare as freshmen or first-semester transfer students or as sophomores, juniors, and seniors. Students complete the UW-Madison general education requirements and 38 credits of general study. They also complete 33 credits of prescribed courses on leadership and management, community issues and service, planning, facilitation and evaluation, and nonprofit communications. An additional 9 credits are required for breadth in the disciplines of human ecology (human development, consumer studies, design, and nutrition). Five courses (18 credits) are selected by the student and the advisor to strengthen the focus of the student in selected professional practice competencies. All students will complete an internship in a community or nonprofit organization (6 credits). The internship is intended as a vehicle for students to integrate and apply their previous program learning. In concert with their site supervisor, the student will propose and conduct a special project providing value to the site. In their final narrative report, students will describe and discuss their internship site, their activities, their contributions to the nonprofit organization and its service population, and their perspectives on their own learning.

The CNPL major was a product of curricular reorganization within the School of Human Ecology. A version of the CNPL curriculum had been offered for several years as a Community Leadership track within the Family, Consumer, and Community Education major. In developing the curriculum for the CNPL major, some courses were included that were formerly offered in the context of the Family and Consumer Journalism major and the Human Ecology major. Both of those majors were discontinued in 2007. The transition from a track to a full major was expected to increase program visibility and to improve advising and timely progress to degree.

Program Goals and Objectives

The CNPL curriculum is arranged under four topical areas: 1) nonprofit leadership and management; 2) community issues and service; 3) planning, facilitation, and evaluation; and 4) nonprofit communications. The CNPL curriculum and the general education and elective requirements are structured for students to achieve the following 12 outcomes:

1. Know and appreciate the complex nature of today's communities, key sectors, institutions and their interrelationships.
2. Have a broad knowledge of nonprofit organizations, including purposes, types, structures, and variations.
3. Have knowledge and understanding of community issues and of continuing concerns of children, adults, and families.
4. Know how to define and analyze issues, including analysis of human and broader community dimensions, historical antecedents, and future projections.
5. Understand and appreciate the importance of diversity, including cultural, economic, gender, and other forms of diversity at individual, group, and community levels.
6. Understand the importance of communication for community support, engagement, and program effectiveness.
7. Understand the role of philanthropy in community and nonprofit work, and have an ethic of service to families and communities.
8. Know how to plan, implement, and evaluate programs addressing human and community needs.
9. Know how to participate in and organize groups, and how to facilitate learning and action by groups.
10. Have a basic knowledge of nonprofit management challenges, strategies, and methods regarding organization, finance, human resources, and governance, and entry-level skills for meeting these challenges.
11. Have a basic knowledge of community leadership challenges, strategies, and methods, and entry-level skills for meeting these challenges.
12. Have a philosophy of community and nonprofit leadership, comprising clarity regarding one's values, leadership competencies, longer-term leadership aspirations, commitment to ongoing learning, and reflective practice.

Relation to Institutional Mission

The UW-Madison mission calls for providing a learning environment in which faculty, staff, and students discover, examine, preserve, and transmit knowledge, and in which the University helps students to appreciate the complex world and to reach their highest potential. Part of the mission is also to serve students from diverse backgrounds and to be responsive to those which have been underserved. The mission of the School of Human Ecology is to understand the complex relationships and interdependence among individuals, groups, and families, and to focus on quality-of-life issues through research, creative innovation, education, and outreach. The CNPL major expands the university's response to community issues and to the needs of the nonprofit sector, which are of increasing importance to broader societal health. Students of diverse

backgrounds gain knowledge and leadership skills to serve the non-profit sector. The CNPL major coordinates with the Center for Community & Nonprofits, which is based in the School of Human Ecology, and serves units across campus.

Program Assessment

To assess achievement of the program outcomes (listed above) and inform decisions about how to improve learning and program delivery, program faculty will use several methods, sometimes in partnership with the School's Student Academic Affairs staff. The focus will be on CNPL major courses and on the internship experience. For CNPL courses, the outcomes have been mapped to the twelve core courses. Embedded assignments in the courses are used to directly evaluate student learning related to the outcomes specific for the given course. Samplings of student work are collected from instructors and reviewed for evidence of progress to the stated outcomes. A second direct assessment of learning draws on the internship reports that are completed by all students. The department chair has reviewed the reports annually to identify evidence of learning across the 12 intended outcomes, with a special focus on outcomes that are emphasized in internships. These two forms of direct assessment are supplemented with three additional information sources: 1) student perceptions of their learning described in the students' final narrative reports in which they reflect on their internship experience; 2) student perceptions of learning reported on course evaluations; and 3) results from the alumni survey conducted every three years in which alumni report their perception of learning as an undergraduate and its value in a professional setting.

Assessment and Student Learning

Faculty member Connie Flanagan is leading an interdisciplinary group of graduate students in identifying civic outcomes among CNPL undergraduates. These civic outcomes are comprised of democratic skills and dispositions that develop alongside of the intended learning objectives of the program and individual courses and support students in becoming agents and leaders of community change. Initial research activities have included exploring and identifying civic skills and dispositions cultivated through experiences in CNPL courses. Early analyses of written assignments and classroom activities have identified outcomes such as perspective-taking, complex analysis of social issues, awareness of social power, exhibiting conceptions of the common good, recognizing the presence of inequities, developing an expanded definition of civic participation and identifying the role of civil society and community-based organizations in democracy. Next steps will include expanded data collection from additional courses, interviews exploring outcomes from co-curricular and out-of-classroom experiences and the development and proposal of a rubric of civic outcomes and associated indicators for the CNPL undergraduate program that can function to complement the program's other targeted learning objectives. This project will also result in several publications (e.g. *The Journal of General Education*) on civic outcomes and indicators for undergraduate students and help inform similar initiatives across campus.

In an additional assessment initiative, the CSCS faculty and staff were awarded a grant for the 2014-2015 academic year from the Office of the Vice Provost of Teaching and Learning to engage in Assessment of Student Learning Activities for undergraduate students enrolled in the Community and Nonprofit Leadership Program. Directing the assessment is CSCS Department Chair, Professor Cynthia Jasper, with graduate student supervision and grant support provided by Prof. Constance Flanagan. Grant lead coordinator is CSCS Faculty Associate, Michael Maguire. CSCS Ph.D. student Jennifer Nunez is coordinating the assessment research, based on her dissertation focus on evaluation and assessment.

Assessment of student learning activities include focus groups with current CNPL students and faculty & instructional staff, CNPL alumni, and SoHE Academic Affairs and Dean's Office staff. Current CNPL course project rubrics and pre- and post-tests also will be employed as part of the assessment of student learning plan throughout the 2014-2015 academic year. A particular focus of the assessment activity will be the CNPL Learning Goals established with the founding of the CNPL Program in 2009.

Assessing Nonprofit Sector Needs

Nonprofit organizations are tremendously diverse and vary in origins, size, finances, and types of activities; most are small to mid-sized while some have large staff and budgets. Nationally, there are 2 million non-profit organizations with paid staff and an additional 7.5 million grassroots associations. The number of Americans employed in the nonprofit sector has doubled in the last 25 years. The nonprofit sector accounts for 9.5% of total U.S. employment with employees numbering 12.5 million. Wisconsin is home to 31,000 nonprofit organizations, 17,000 of which are registered IRS charitable organizations, and 2,300 of which are private foundations. The sector provides nearly 250,000 jobs in the state. A 2005 study found that there are 900 registered IRS charitable nonprofit organizations in Dane County (with gross receipts of \$5,000 or more), and 431 additional ones in the 8 adjoining counties. In addition to nonprofit organizations, many government agencies and businesses partner with nonprofit organizations or conduct programs using community-based approaches. Community and nonprofit organizations and programs face distinct challenges and utilize distinct strategies to mobilize and deploy resources effectively. The CNPL program is intended to prepare graduates for entry-level positions in these organizations. Given these trends in the non-profit sector, the undergraduate program at UW-Madison is well situated to address an important societal need by preparing graduates for work in this sector.

The major was designed with students entering the CNPL program as sophomores or juniors. Projections were for enrollments of about 40-50 students total and a graduating class of 15 to 20 annually. Maximum capacity for the program was projected at 60 students.

Projected Enrollment (5 years, as projected in 2008 program proposal)

Year	Implementation year	2nd year	3rd year	4th year	5th year
New students admitted	16	19	22	22	24
Continuing students	25*	24	25	27	28
Total enrollment	41	43	47	49	52
Graduating students	14*	15	16	17	18

*Continuing students and graduates who are in the Community Leadership track.

Comparable Programs

The major was established to fill gaps in educational programming at the University of Wisconsin. Questions of how the CNPL program potentially overlaps with other programs at UW-Madison were key considerations in its planning. CNPL program faculty and faculty from across campus recognized that there was some overlap with some other programs at UW-Madison. The planning process was used to distinguish the CNPL major from other undergraduate programs and to clarify that the CNPL major was not intended to substitute for master's-level training that may be necessary for certain roles in non-profit organizations, nor was it intended to replace programs in business, government and public policy, education, social work, or healthcare. The CNPL program is distinguished from other majors by a more applied focus on nonprofit leadership and management, community issues, facilitation, evaluation, and nonprofit communications, along with distinctive coursework in the human ecology disciplines (human development, families, community, and consumer studies) that frame the students' learning experience. Baccalaureate graduates in CNPL are distinctively prepared for program leadership roles in community-based nonprofit organizations.

At the time of the approval for the CNPL major, there were no programs in Wisconsin at the undergraduate level that were designed to fill the same niche as the CNPL program. UW-Oshkosh's Bachelor of Applied Studies in Leadership and Organizational Studies had some similarities. St. Norbert College offers a Leadership Studies minor. In adjoining states, there are few undergraduate programs with a focus on community and/or nonprofit leadership or both. One related program is a B.S in Human Services with a nonprofit management concentration at Aurora University in Illinois. The University of Minnesota has a Leadership Studies minor. There are related programs in schools/colleges of human, family or consumer studies at other institutions, usually addressing human or family services. Texas Tech University and Michigan State University are two examples. Such programs usually do not share the emphasis on organizational and community leadership that is distinctive to the CNPL program.

Collaboration

Over the past 5 years, the CNPL program has coordinated with several other units including: the Center for Community and Nonprofits (based in the School of Human Ecology), which is a hub for campus-wide engagement of scholarly activity related to nonprofit organizations; the Professional Development and Applied Studies Department of the Division of Continuing Studies on outreach to the nonprofit sector; faculty and staff in UW-Extension Cooperative Extension, who provide programs and services for communities and nonprofit organizations; and the Morgridge Center for Public Service, which serves as UW-Madison's focal point for service learning and community-based research. Exploratory conversations have taken place with the UW-Milwaukee Helen Bader Institute for Nonprofit Management, regarding possibilities for future collaborations.

Diversity

Attracting and serving diverse students is a key priority of the CNPL major. Students of color comprised one quarter of the students in the existing Community Leadership track in 2007, and approximately one-third of Community Leadership graduates have been students of color. Those strong levels of participation by students of color are expected to continue for the CNPL program. By comparison, about 9% of undergraduates in the School of Human Ecology are students of color. The CNPL major addresses diversity in several ways. One of the 12 intended learning outcomes focuses on enhancing understanding of diversity and its importance. The admission process is a holistic one which aims to admit students who represent a breadth of experience and backgrounds. Faculty and staff conduct research, education, and service that address diverse families. Courses in the major include diversity topics, readings, and speakers, which seek to develop cultural competence and promote leadership thinking and action that attends to diversity.

II. Academic Review of the Undergraduate Program

Advising

Advising for the CNPL major is managed by the Student Academic Affairs & Career Development Office (SAA). Advising for the major is shared among three professional advisors and one advisor who also serves as a liaison to the Civil Society & Community Studies Department. This allows for more specialized advising and an open line of communication between SAA and the faculty.

SAA assists students in the attainment of their educational goals at UW-Madison. Functions of SAA include:

- Meeting with prospective UW-Madison freshmen and transfer students interested in the CNPL major
- Advising on-campus students interested in applying to the CNPL major

- Delivering academic orientation to the CNPL major for all admitted students
- Meeting regularly with current students regarding academic planning, course selection, and progress toward degree
- Interpreting University and Human Ecology policies, regulations and procedures (e.g. add and drop deadlines, withdrawals, probation, Dean's List, etc)
- Assisting students in planning for transfer and study abroad credits
- Enhancing students' awareness of related professions
- Developing complementary professional option focus areas
- Exploring and evaluating major and career options
- Finding internships, full time positions, research, student organization, and/or volunteer opportunities in students' fields of interest
- Creating resumes, cover letters, portfolios, and LinkedIn profiles
- Developing interviewing and networking skills
- Preparing for graduate or professional school (e.g. writing personal statements)
- Frequency and quality of advisor/student meetings

Advisors also assist with course access, including waitlists and permissions. Given the high number of juniors and seniors enrolled in the major, there are bottleneck concerns (Inter-HE 427, 428, 560, 570). To ensure students needing a course in a particular semester remain on track for graduation, advisors manage the waitlist and give priority to those students. The department will be reviewing ways to expand courses to continue meeting the increasing student demand.

SAA also plays a crucial role in the recruitment of CNPL students. Recruitment activities include but are not limited to:

Recruitment of UW-Madison undecided students

- Partner with Cross-College Advising Service (For example, SoHE hosts an annual update meeting to share information related to all SoHE academic programs.)
- Attend the CCAS majors fair, UW Athletics majors fair, majors fairs and workshops hosted by campus diversity programs
- Host weekly Becoming a SoHE Student workshops for prospective students

Recruitment of UW-Madison freshmen

- Partner with the Office of Admissions and Recruitment to attend selective UW-Madison recruitment fairs
- Attend all My UW Days

Recruitment of prospective UW-Madison transfer students

- Participate in transfer fairs at Madison College
- Reserve advising appointments on UW transfer visit days

SoHE adopted a faculty mentor model several years ago, but many departments have not yet formalized it. The department may consider integrating this model with our professional advising staff.

Internships

School of Human Ecology students have the opportunity to explore their chosen majors in a deeper context through internship programs. Through partnerships with businesses and community-based agencies, throughout the state and nationwide, SoHE students gain marketable work experience while contributing to the community and the mission of the School of Human Ecology (SoHE).

Through SoHE, an internship is a professional experience for which students receive academic credit. Internships provide an opportunity for exploring career interests, receiving guidance in career planning, and performing tasks of professionals in students' career areas of interest. This intentional professional development experience is monitored by a supervisor, is time-intensive, and may be paid or unpaid.

A Community & Nonprofit Leadership Internship is an experiential learning opportunity involving placement with a regional or national nonprofit site. An internship is highly recommended in today's competitive career market and is required for credit within the major. With the combination of classroom knowledge and internship experience, we believe that students will have an advantage in the job market. Students typically take Inter-HE399 for 3 credits (3 credits is working 112 hours at the internship site location over the fall, spring or summer semester), although some complete the entire 6 credit internship in one semester.

The department also allows students to complete international internships through other campus programs in order to satisfy the internship requirement for the major. Students pursue experiences through the International Internship Program, International Academic Programs Office, and through global health field experiences.

Internship Learning Outcomes: At the conclusion of the CNPL internship experience in Inter-HE 399, the student will be able to:

1. Engage in professional work experiences and training in the nonprofit sector. Training and work may involve (but not be limited to) activities and tasks related to: fundraising, event planning, advertising/public relations, volunteer coordination, budgeting, human resource management, and customer service programs.
2. Develop analytical skills and problem-solving competencies related to working with nonprofit agencies.
3. Apply academic knowledge to the nonprofit work environment
4. Develop professional competencies in written and oral communication
5. Expand awareness of career opportunities and establish professional contacts in the nonprofit sector and within community settings.

In summer of 2014, Michael Maguire, CSCS Faculty Associate was chosen as coordinator of CNPL internships. Based on his knowledge of the regional nonprofit sector in South Central

Wisconsin, Maguire assists and supports CNPL undergraduate students with internship site placement, internship logistics and supervision, and course instruction for the CNPL Inter-HE 399 internship course.

In the early Spring 2014 semester, Maguire worked with SoHE Interim Asst. Dean of Student Academic Affairs, Kristy Burkholder, and SoHE Director for Centers Research and Outreach, Mary Beth Collins, to develop a long-range plan for all SoHE undergraduate internships. Additionally, a pilot program was established via meetings with the staff of the YWCA of Madison, to create opportunities with local nonprofit agencies, allowing SoHE students to earn internship credits through a paid internship.

Faculty Associate Michael Maguire is re-designing the Inter-HE 399 course to provide more consistent alignment with CNPL learning goals. Maguire attended the Summer 2014 Teaching Academy Summer Institute and reviewed a model from Letters & Science Internships for consideration. As referenced earlier in this report, Maguire is leading a 2014-2015 academic year Vice Provost for Teaching and Learning Excellence Student Learning Assessment Grant that will engage CNPL students enrolled in internships (and all other CNPL courses) and instructors in an assessment of students' learning, based on these 5 of the 12 CNPL learning goals:

- Have knowledge and understanding of community issues and continuing concerns of children, adults and families. This includes issues within their ecological context (#3).
- Know how to define and analyze issues. This includes analyzing human and broader community dimensions and recognized historical antecedents and future projections (#4).
- Understand and appreciate the importance of diversity. This includes attention to cultural, economic, gender and other forms of individual, group and community levels (#5).
- Understand the importance of communications for community support, engagement and program effectiveness. This includes knowledge of a variety of communication strategies for various audiences and situations (#6).
- Have a philosophy of community and nonprofit leadership. This includes having clarity regarding one's values, leadership competencies and one's longer-term leadership aspirations. It also includes understanding and committing to a career of ongoing learning and reflective practice (#12).

Student Organization: Community Nonprofit Leaders of University of Wisconsin - Madison (CNPLLeaders)

In spring of 2012, Community and Nonprofit Leadership undergraduate students established a student organization entitled "Community Nonprofit Leaders of UW-Madison (CNPLLeaders)." The organization was established to provide leadership opportunities for the undergraduate majors. It is now a formal Registered Student Organization through the UW-Madison student governance body, Associated Students of Madison. All CNPL undergraduate students are invited to participate in student leadership that are designed to foster opportunities for complementing the CNPL curriculum and support students' professional development.

With the guidance and encouragement from Associate Prof. Brian Christens, the first planning meeting regarding the student organization was on May 9, 2012 in Sterling Hall. Both Brian Christens and Prof. Cynthia Jasper attended this meeting and gave guidance to the formation of the student club. Planning for the new organization continued through the Summer and Fall of 2012 with Christens serving as the student organization's advisor.

Students initiated the formal process of student organization recognition, and had their application accepted by the Associated Students of Madison, with the official name of the CNPL major student organization, "Community Nonprofit Leaders of UW-Madison (CNPLLeaders)." Students hosted a kickoff meeting on November 5, 2012 in Room 4178 Nancy Nicholas Hall (the newly-built/renovated School of Human Ecology building). SoHE faculty and staff members Jasper, Christens and Academic Advisor Allison Murray attended.

In the Spring of 2013 semester, CNPLLeaders continued meeting and developing structure for the new student organization. Activities included establishing bylaws, hosting a gathering of CNPL students, instructors, and staff, starting a Facebook group, and forming their organizational structure. Leading the organization processes was junior CNPL major, Bethany Schumacher. In the late Spring 2013 semester, student leaders elected their first Executive Committee, voting for the positions of Co-Executive Directors – Jennifer Blatz and Jeremy O'Brien, Co-Event Coordinators Meredith Albrecht and Matthew Stoltz [these two positions were set up with off-setting two year terms, to ensure succession and mentoring for new members] and Communications Director Jessica Gile.

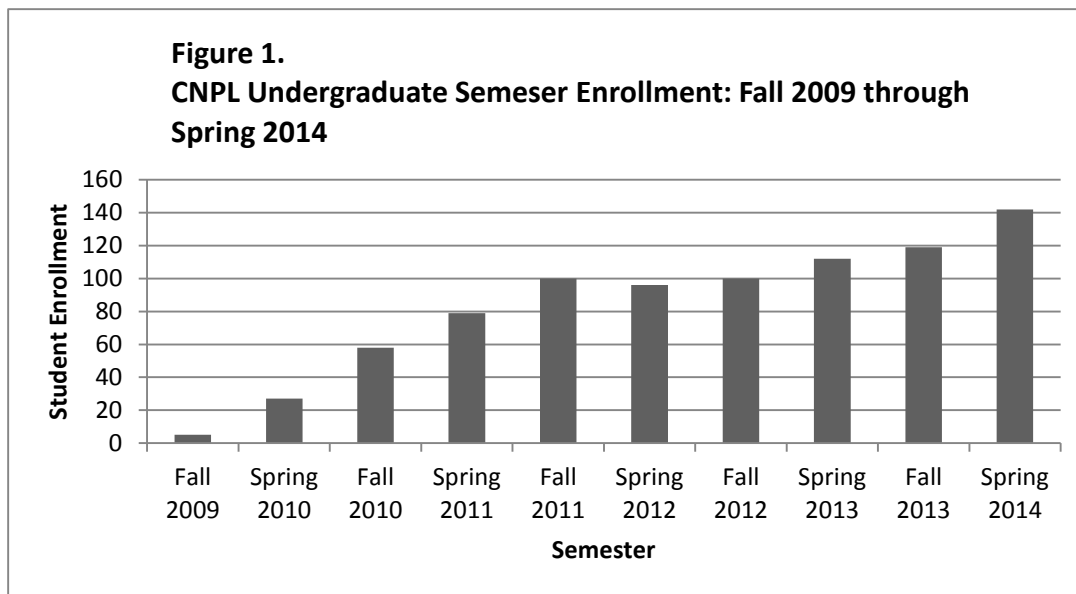
SoHE Faculty Associate Michael Maguire was hired in the Summer of 2013, with teaching and CNPL Program support responsibilities, including serving as CNPLLeaders Advisor. The new CNPLLeaders Executive Committee began regular (twice-monthly) meetings for the 2013-2014 academic year, with the first meeting on September 5, 2013. Students focused on Mission development and revisions, collaborating with other SoHE student orgs, and programming to include CNPL alumni, community members from the nonprofit sector, and other campus and SoHE staff. To those ends, it was a successful year, with a "Professional Development Series" featuring evening presentations by Heather Kopec from UW Foundation ("Nonprofit Fundraising"), SoHE alumna Jennifer Skolaski ("Nonprofit Management"), Interdisciplinary Studies post-doc Amy Hilgendorf ("Nonprofit Program Planning"), and a collaboration with the UW student organization chapter of Association of Fundraising Professionals (AFP – "Grantwriting"). The year continued with open meetings, in-class promotion and recruitment, and a fundraising project.

Later in the Spring 2014 semester, the CNPLLeaders Executive Committee conducted an online survey of CNPL undergraduate majors to provide students with additional input into future planning for the student organization. Accompanying the survey was a ballot for students to elect open seats on the Executive Committee. Executive Committee positions for 2014-2015 include

Jeremy O'Brien (2nd year of term) and Dana Shinnors, Co-Executive Directors, Mandi Stengel and Lindsay Bates, Co-Event Directors, and Kim Ebner, Communications Director.

Enrollment Trends and Admission

By year 5, the original proposal projected total enrollment would reach 51 students. Due to student demand and increased teaching capacity within the department, enrollment exceeded that projection by year 2 and doubled by year 3 (indicated in Figure 1).

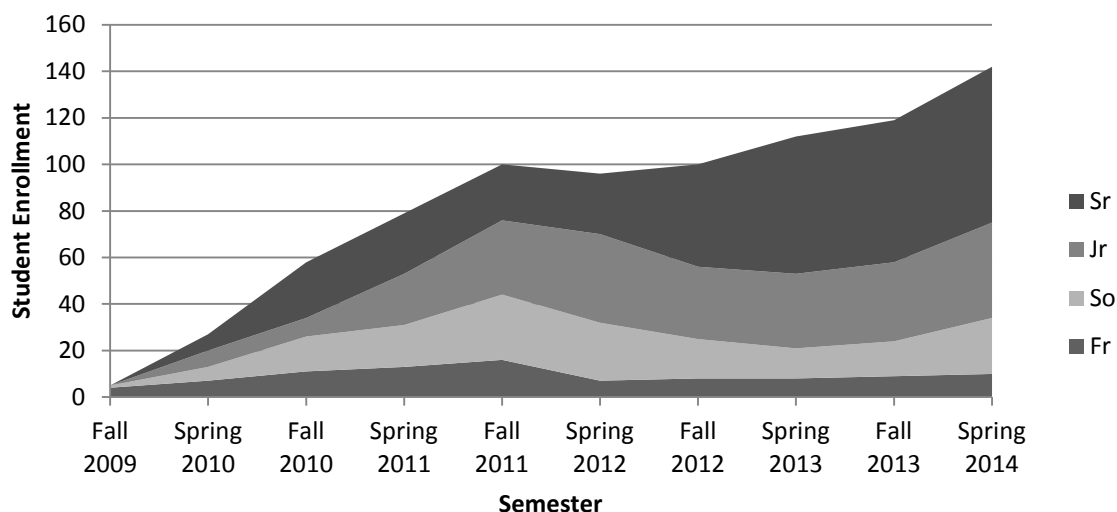


The School of Human Ecology Academic Planning Council, in plans to increase enrollment throughout all SoHE majors, set new target enrollment numbers in Fall 2013. The new critical mass for CNPL for Fall 2014 was set at 150 students and the department has reached that goal. The next goal for CNPL is 200 students.

Students enter the CNPL major in one of four ways: 1) Indicate their intent to major in CNPL on their UW-Madison application; 2) Participate in advising with the School of Human Ecology at SOAR (Student Orientation, Advising and Registration); 3) Declare with a Human Ecology advisor during the entire freshman year in good academic standing or as first-semester transfer student; or 4) Apply through the competitive admission process.

Student enrollment by academic level is illustrated in Figure 2. CNPL is predominately comprised of juniors and seniors, with a particular small number at students at the freshman level. In an effort to recruit more students early in their academic careers, Human Ecology has reinstated a policy to allow all first year students in good academic standing to declare a SoHE major. Due to recruitment efforts by the Student Academic Affairs & Career Development Office (SAA) and the department, more students are declaring the major as freshman.

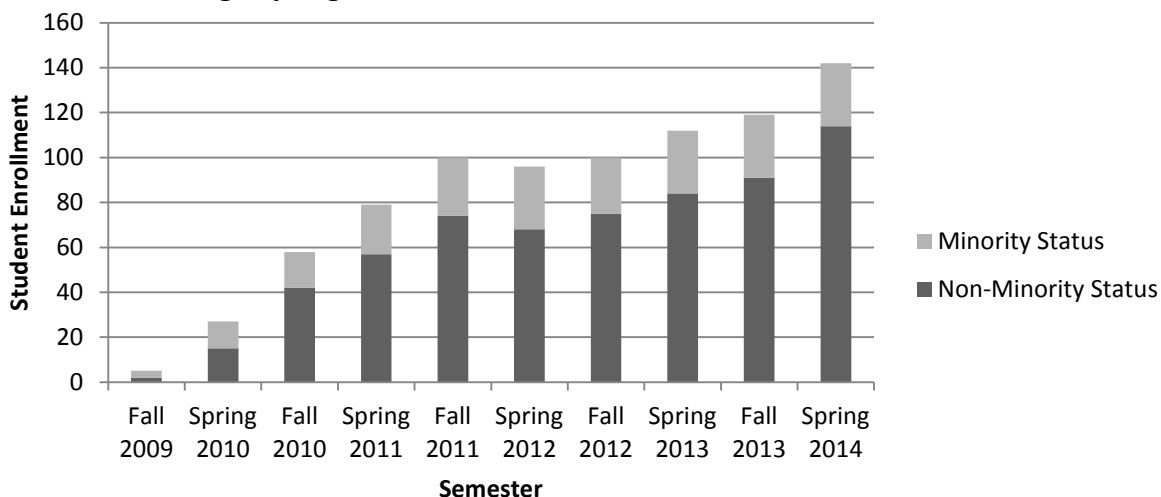
Figure 2.
CNPL Major by Grade Level: Fall 2009 through Spring 2014



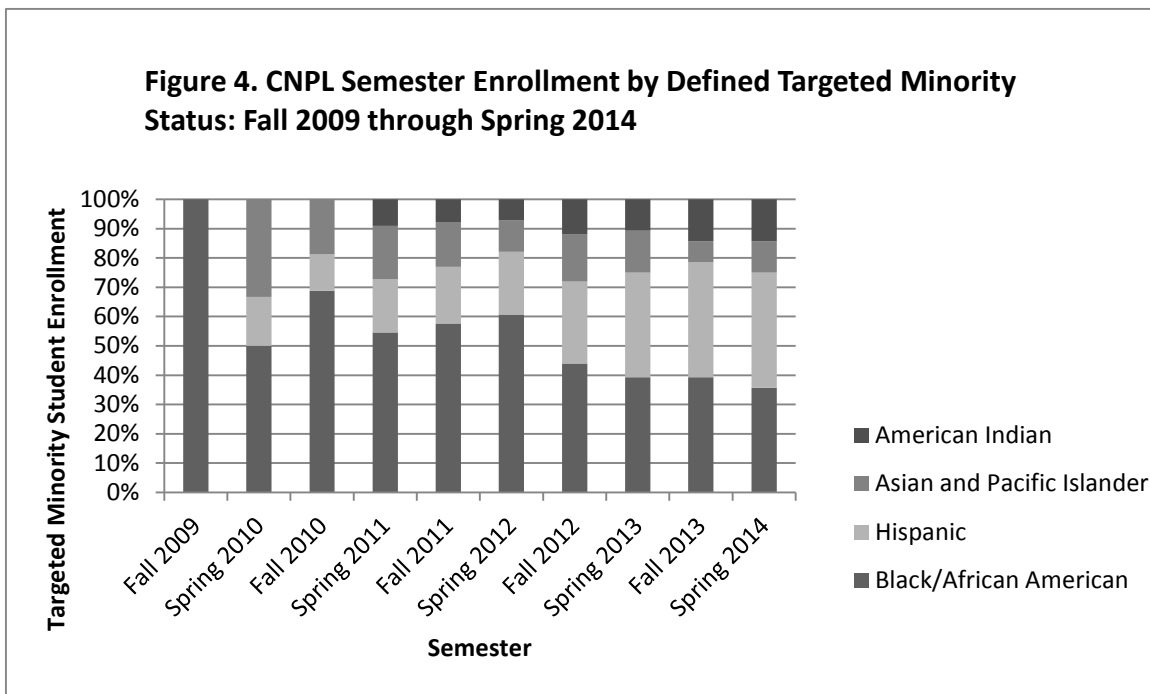
The CNPL undergraduate admissions process is managed in both fall and spring semesters. The faculty admissions committee makes decisions based on a holistic review process, including factors such as cumulative GPA, work, volunteering or other life experiences that align with the major, and career goals that fit within the major. The admissions committee also considers special circumstances (including diverse backgrounds), as outlined in the original proposal.

Attracting and serving diverse students continues to be a key priority of the major. The targeted minority (defined as Hispanic, American Indian, Alaskan Native, Black, Asian and Pacific Islander in areas where they are under-represented) composition of CNPL consistently exceeds the UW-Madison undergraduate composition. At the major's highest total enrollment in Spring 2014, students of targeted minority status comprised 19.7% (Figure 3). Targeted minority

Figure 3.
CNPL Semester Enrollment by Targeted Minority Status: Fall 2009 through Spring 2014

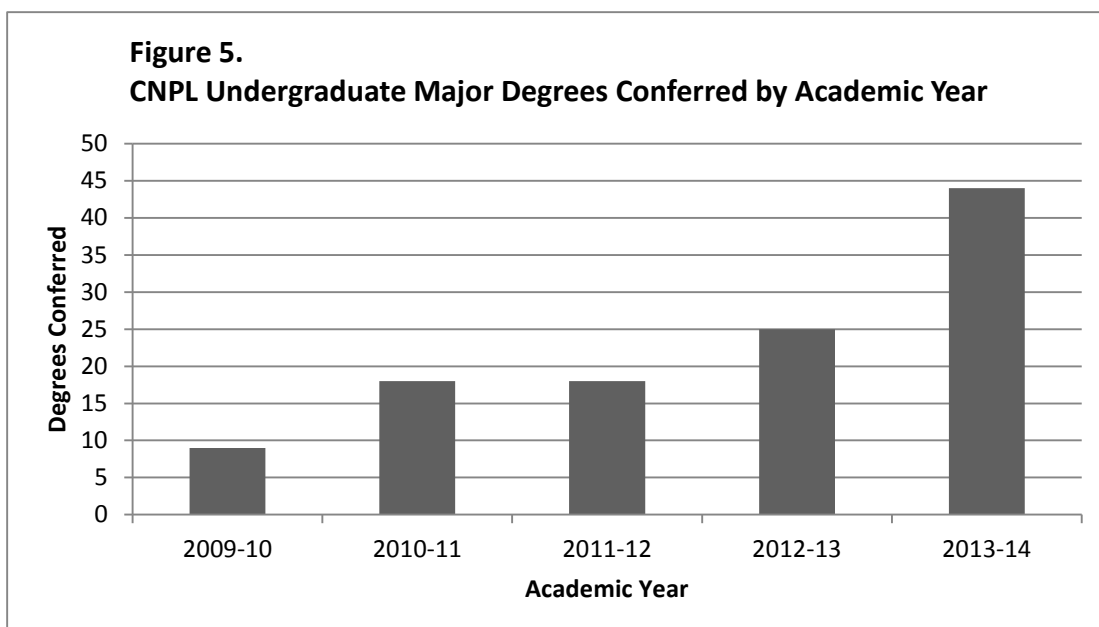


students enrolled in the major have predominately been Black/African American, but the major has enrolled students of the five targeted minority groups (Figure 4).

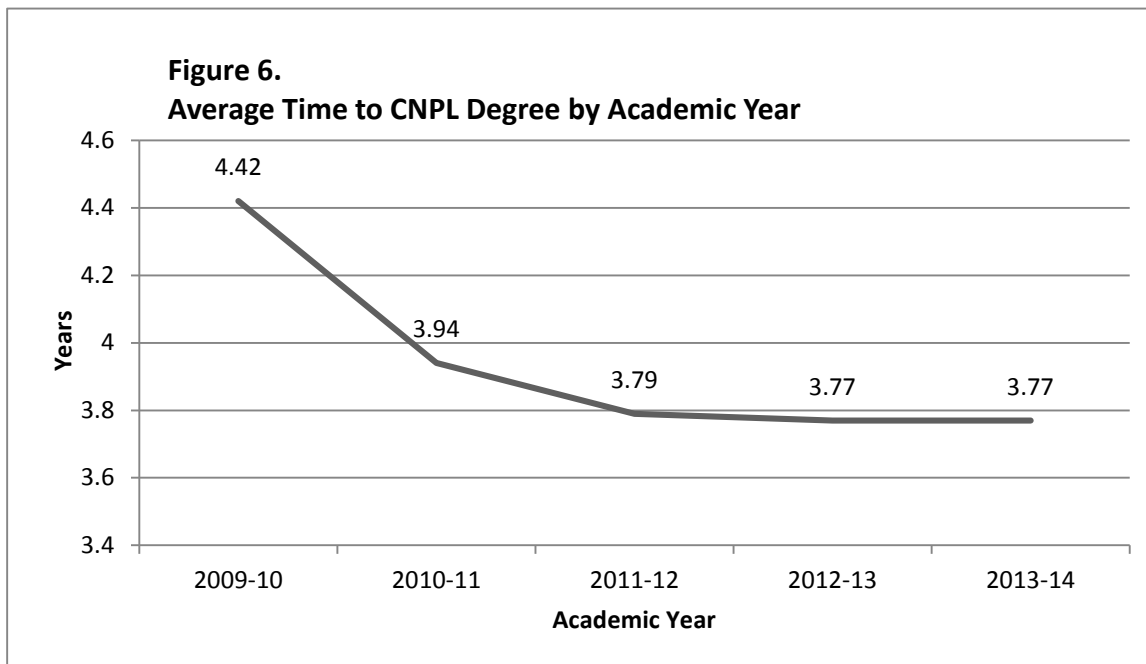


Graduation Data

Over the past 5 years, 114 CNPL degrees have been granted (Figure 5). Degrees were granted as early as May 2009, as students in the Family, Consumer & Community Education – Community Leadership Option were given the opportunity to move forward to the new CNPL degree major.

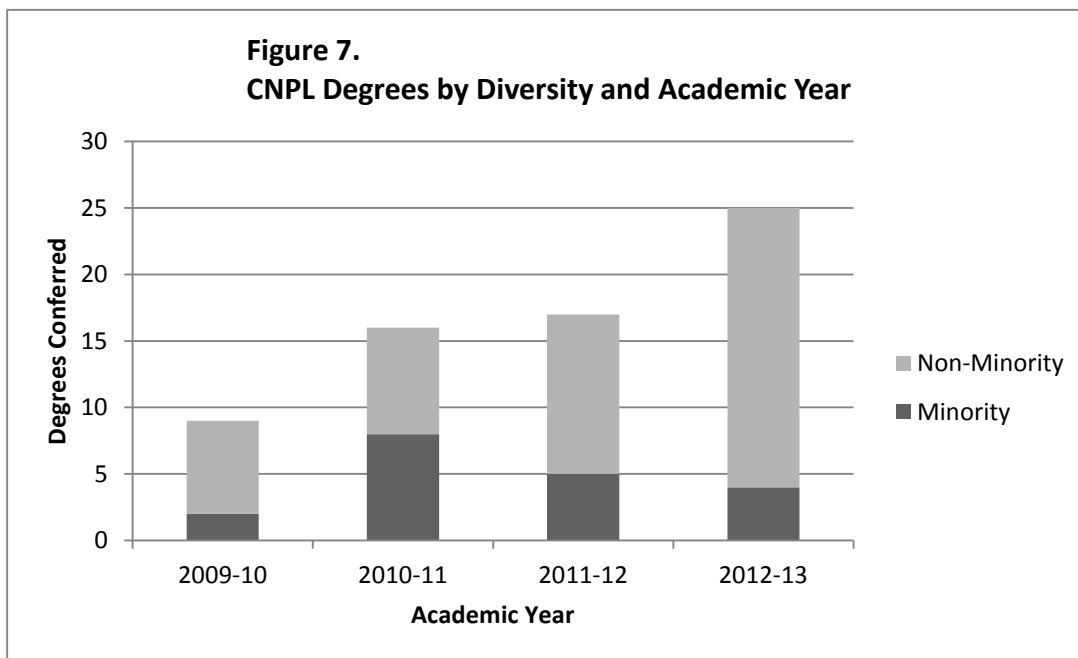


The number of graduates to date has far exceeded the expectation outlined in the original proposal. The department anticipated granting 18 degrees per academic year, but by year 5, 44 CNPL degrees had been conferred within one academic year.



Although many students enter the CNPL major as juniors, anecdotally, the average time to degree is typically within four years. The data collected for the program review and charted in Figure 6 includes stop-outs and transfer students as well, which slightly skews the mean in each academic year.

The major consistently graduates students of targeted minority status (Figure 7). In the last five years, the program has graduated 114 students and 26 of targeted minority status (13 Black/African American, 6 Hispanic, 4 Asian, and 3 American Indian).



Careers

After graduation, students pursue a variety of careers, service programs, or graduate programs including:

- Nonprofit organizations (community outreach, volunteer coordination, program planning fundraising and development, grant writing)
- Positions in private business
- Positions in governmental organizations
- Teaching and student services (AmeriCorps, Teach for America, Peace Corps, City Year, higher education advising and diversity program coordination)
- Graduate programs in fields such as public health, business administration, nonprofit administration, and social work.

Table 1. School of Human Ecology (SoHE) Undergraduate Alumni Employment and Graduate Education Data*			
	Currently Employed	Currently Employed in Position Directly or Somewhat Related to Major	Currently Pursuing Graduate Education
Community & Nonprofit Leadership	92.86%	75.0%	35.71%
*Source: 2012 SoHE Undergraduate Alumni Survey of graduates from calendar years 2009, 2010, 2011. (n=14, 31.1%)			

The SoHE Undergraduate Alumni Survey is distributed every three years. The first survey of Community & Nonprofit Leadership graduates was conducted through the 2012 survey. The alumni survey yielded a 31.1% response rate from Community & Nonprofit Leadership graduates (Table 1). The next survey will be conducted in 2015. Additional career data (position title, place of employment) is obtained when students' self-report through a graduation survey distributed annually by SAA, as well as students' anecdotal reporting to SoHE faculty and staff and via the SoHE Alumni LinkedIn account.

Recognition for CNPL Students' Scholarship, Leadership and Service

Since the CNPL Program's inception in the 2009-2010 academic year, undergraduate students have excelled in their scholarship, leadership and service to the UW campus and area communities. Those awards include:

UW-Madison Morgridge Center for Public Service Excellence in Civic Engagement Student Award - designed to recognize an undergraduate student who has made community and civic

engagement integral to his/her college experience. This award honors student involvement in the community that promotes strong reciprocal partnerships with community agencies and that makes a significant community impact. CNPL award recipients: 2010 Molly Reddy (CNPL May 2010), 2014 Caitlin DeVos (CNPL May 2014).

UW-Madison Meyerhoff Undergraduate Excellence Award - for academic and service achievements. Recipients were selected by 22 academic and student affairs organizations for outstanding leadership and service contributions to the university or the surrounding communities while maintaining a record of academic excellence. CNPL award recipients: 2014, Claire Kaufman (May 2014), Julia Kinsey (August 2014), 2013, Amanda Verbrick (May 2013), 2012, Jasmine Savoy (May 2012), and 2011, Jewelryana Rose (May 2014).

Community Shares of Wisconsin (CSW) (Madison, WI) - recognizes monthly two outstanding CSW member agency volunteers who have given their time to CSW member groups and to the community. These volunteers are seldom in the news but are always on the front lines of critical issues that make our community a better place to live. CNPL award recipient: December 2013, Brett Eby (May 2014).

Anne Louise Martino Leadership Award - recognizes the valuable contributions of women student leaders and is the first in University of Wisconsin-Madison history to honor campus wide female undergraduate leadership. CNPL award recipient: Caitlin DeVos (May 2014).

UW Madison School of Human Ecology Rosalie Amlie Morton Award - recognizes academic achievement, leadership, community involvement and personal accomplishments of the most outstanding student graduating from the School of Human Ecology. CNPL award recipient: Bethany Schumacher (May 2014).

On Wisconsin Society – A Wisconsin Alumni Association organization committed to recognizing students who contribute in a meaningful and lasting way to the UW campus. Junior and Senior students who receive this award have made notable achievements in their academic, volunteer, or professional endeavors and have demonstrated UW-Madison Badger spirit in the energy, initiative, creativity, and drive with which they approach their accomplishments. CNPL award recipients: 2013, Caitlin DeVos (May 2014), 2014, Jacqueline Geringer.

Chancellor's Convocation Student Speaker – One Senior UW student chosen from a competitive essay contest sponsored by the Office of First Year Experience to represent the UW Madison undergraduate student body at the Chancellor's Convocation to mark the beginning of the academic year. 2014 Student Speaker: Jacqueline Geringer.

Resources

At the time of implementation, it was planned that the CNPL program will be funded by reallocating resources from the existing Community Leadership track and by using resources that would be reallocated by closing the Family and Consumer Journalism major and the Human Ecology major in 2007. One more faculty line was available for the CNPL program than for the

Community Leadership program because of the School of Human Ecology's expansion in this area related to the implementation of the Center for Nonprofits. The budget for the CNPL program was \$187,260 in the first year, \$202,870 in the second year, \$206,070 in the third year, \$474,492 in the fourth year with inflationary increases after that. Six faculty, including two new faculty (Christens, Flanagan) from 2008-09 searches, provided instruction in the core courses and mentoring for students: these faculty members contributed a total of 2.691 FTE to the program.

Currently the budget for the CNPL program is \$634,792. The increase is due to hiring of additional faculty. The faculty and instructional FTE is now 7.00. Support staff is shared with other programs in the School. Support for academic and career advising is provided by the Student Academic Affairs & Career Development Office.

III. Faculty Excellence

Over the past 5 years, the department has added substantially to its faculty and staff. Highlights include the hiring of two assistant professors—Jennifer Gaddis and Carolina Sarmiento. Both provide expertise in the area of sustainability and community studies. In addition, one assistant professor—Shannon Sparks—transferred into the department from Human Development and Family Studies. Sparks also maintains a joint appointment with American Indian Studies. Also hired was Michael Maguire as faculty associate.

To further build the faculty capacity, in Fall of 2015, associate professor Alfonso Morales will join the department as a partial appointment (12.5%), as will assistant professor Leah Horowitz (25%).

Cynthia Jasper, Professor and Chair (100% CSCS) Teaches courses in social entrepreneurship and other community and service learning courses

Lori Bakken, Associate Professor (75% UW-Extension; 25% CSCS) Teaches courses in evaluation within the community and nonprofit settings

Brian Christens, Associate Professor (100% CSCS) Teaches courses on community leadership and nonprofit management

Constance Flanagan, Professor (100% CSCS) Teaches the service learning course that places students within community and nonprofit settings

Wendy Way, Professor and Assoc Dean (Professor Emerita, currently has returned to support programs in the school in her position as Associate Dean)

R. Shepherd Zeldin, Professor (75% UW-Extension; 25% CSCS) Supports community and evaluation projects

Alfonso Morales, Professor (12.5% CSCS; 87.5% Urban and Regional Planning) Teaches courses on community issues related to food systems. Joining the department effective Fall 2015.

Shannon Sparks, Assistant Professor (50% CSCS; 50% American Indian Studies) Teaches courses on community health and community studies

Jennifer Gaddis, Assistant Professor (100% CSCS) Teaches strategic planning for community and nonprofit organizations as well as a course focusing on sustainability

Carolina Sarmiento, Assistant Professor (100% CSCS) Teaches courses on community based research and evaluation as well as sustainability and community issues

Leah Horowitz, Assistant Professor (25% CSCS; 75% Nelson Institute) Will teach a course focusing on international issues related to women and family well-being within community settings. Joining the department effective Fall 2015.

Michael Maguire, Faculty Associate (100% CSCS), Teaches courses on communicating with key audiences, community news writing, community leadership, and the CNPL internship

Margaret J. Nellis, Faculty Associate (Joint with University Health Service), Teaches courses in service learning and community issues.

Lori DiPrete Brown, Faculty Associate (Joint with Global Health Institute and Center for Community & Nonprofit Studies), Conducts international research and establishes learning opportunities for students around the world

Thus, since 2009, the faculty and staff has grown from 4 to 13 faculty and staff members. Many of these lines are partial or courtesy (non-budgeted) appointments, however, so the total FTE of the Department instructional faculty and staff is 6.25 as of Fall 2014. Furthermore, some of the partially appointed and integrated UW–Extension faculty contribute exclusively to the graduate program and/or the Center for Community & Nonprofit Studies, and do not teach courses in the CNPL major. As the major continues to grow, it will therefore be necessary to sustain growth as well as excellence in the instructional capacity of the CSCS department.

Teaching and Learning Excellence Activities

Civil Society and Community Studies faculty and instructional staff have participated in UW-Madison Teaching and Learning Excellence initiatives to develop their teaching expertise and to help strengthen the Community and Nonprofit Leadership Program’s undergraduate curriculum. Initiatives and CSCS faculty and staff involvement include Office of the Vice Provost for Teaching and Learning Excellence 2013-2014 “Blend@UW” course enrollee Prof. Constance Flanagan, 2014 Teaching Academy Summer Institute enrollees Amy Hilgendorf (CSCS post-doctorate fellow) and Michael Maguire (CSCS Faculty Associate), and 2014-2015 Blended Learning Fellows Program participant Michael Maguire.

CSCS Faculty Associate Outreach Activities

To fulfill the CNPL Programs strategic plan of staffing with a Faculty Associate position, whose primary duties would be teaching CNPL high-demand and high-enrollment courses (3 courses per-semester) and additional responsibilities including campus outreach activities, the following initiatives were introduced after the August 2013 hiring of Faculty Associate Michael Maguire:

- Pi Lambda Phi Fraternity Elimination of Prejudice Scholarship – CNPL undergraduate students enrolled in InterHE345, “Strategic Planning for Nonprofit Organizations” (Fall 2013, 2014) submit Capstone Project Strategic Plan proposals for local nonprofit organizations to be reviewed for recognition by the UW-Madison Chapter of Pi Lambda Phi with a scholarship. Fall 2013 CNPL recipient: Julia Kinsey (“Little Free Libraries”).
- Big 10 Leadership Network Leadership Presentations: This UW-Madison Registered Student Organization (RSO) sponsors monthly guest speakers to address leadership topics for student members. November 2013 (“Servant Leadership”), and November 2014 (“Community-Based Leadership”).
- UW-Extension 4-H Youth Development Conference: With over 300 middle-school youth from throughout Wisconsin participating, this annual summer conference is hosted on the UW-Madison campus for 4-H Youth Leaders. Michael Maguire presented a session on leading and implementing change in your local community. June 2014, “Community Leadership for Change.”

IV. Summary and Conclusion

We draw the following conclusions:

- There is a substantial demand for this major. We planned for about 60 majors, but are now at 156 majors for Fall 2014. On April 22, 2013 the SoHE Academic Planning Council approved a targeted enrollment for CNPL of 200 students with 50 graduates per year.
- This increase in student enrollment in the major has been complemented with a substantial increase in faculty, staff and other support for the major.
- There is a diverse body of students with about 19.7% of students from targeted minority groups.
- Support for the major includes service learning opportunities, a well-established internship program, and a student organization.
- Students have received various awards in recognition of their achievements.
- This major is meeting the increasing needs of the community and nonprofit sector by educating students for leadership positions in the sector.

V. Goals and Opportunities for the Undergraduate Program

Demand for the Community & Nonprofit Leadership (CNPL) major on the UW–Madison campus is growing, as is the instructional capacity of the Department of Civil Society & Community Studies (CSCS) in the School of Human Ecology (SoHE). Upon completion of this five-year program review process in 2014, it will be important for the CSCS faculty to take actions that will allow the major to serve more students more effectively and efficiently. Specifically, the following needs and opportunities were identified during this program review process.

Need to Enroll Students Earlier in their Undergraduate Experience

There is a need to increase the proportion of students who apply to and begin their studies in the major as freshmen and sophomores. This will serve students better by allowing them more time to absorb perspectives and skills through curricular and extracurricular activities. It will also alleviate some of the bottlenecks (Inter-HE 427, 428, 560, 570) in course enrollment that can arise when large portions of the student body in the major plan to focus exclusively on the courses in the major that they need to graduate. The goal of enrolling a greater proportion of students earlier in their undergraduate experience can be accomplished by building awareness of the CNPL major among UW–Madison students and prospective students earlier in their undergraduate careers. Some of this awareness can be cultivated in partnership with Student Academic Affairs & Career Development Office (SAA), UW Office of Admissions and Recruitment, SOAR, and other campus offices and programs. We note that, in October 2014, the CNPL leaders student organization hosted their, “Open House & Welcome,” attracting 12 recently-declared CNPL students, contributing to our efforts to reach out to early-entrance students who may not have been enrolled in CNPL courses. In addition, an introductory course for the major will help to build awareness and recruit prospective majors.

Need to Design and Launch an Introductory Course for the Major

To date, the CNPL major has not had a true introductory class. A large-format course that is designed specifically to introduce topics in nonprofit leadership and community studies to freshmen and sophomores from across campus would serve multiple goals for the department. First, it would provide a curricular vehicle to accommodate the interest that many students in other programs have in community studies and the nonprofit sector. For these students, this would simply be an elective course that would complement their major areas of study. In addition, it may be possible for this course to meet specific requirements for students in other majors. Second, a large-format introductory course would create awareness of CNPL as a possible major among a much larger group of students on campus. This would have a ripple effect across campus through word of mouth. Third, it would allow students considering

applying to the major an opportunity to take a course to decide if they are interested in pursuing more advanced studies. We note that two CNPL undergraduate instructors, Professor Constance Flanagan and Faculty Associate Michael Maguire, are working with an all-SoHE interdisciplinary team of instructors, via a UW-Madison Educational Innovations grant, to develop and launch an entry level course offered beginning Fall 2015, with focus on the disciplines and curriculum content of all SoHE majors.

Need for a Curriculum Mapping/ Review Process

There is a need to revisit the course requirements for the CNPL major in depth in light of changes in the SoHE and CSCS Departments during the last five years, the growth in the major, and the strengths, needs, and opportunities that have been identified during the program's formative years. For instance, the major does not currently have prescribed or required course sequencing. Particularly with the development of an introductory course and a larger number of freshmen and sophomore students in the major, there is an opportunity to create at least a suggested if not a required sequence of courses. A curriculum mapping process could also examine the courses currently required for the major and their conceptual and practical overlap. There is a possibility that the core curriculum for the major could be streamlined through this process, and that a larger number of more advanced elective courses could be offered instead of required courses on somewhat similar topics. CNPL has a higher number of credits compared to some of the other majors in Human Ecology. By completing a credit analysis, students could be given several course options to meet a given requirement.

Possibility of Tracks or Concentrations

Periodically during the last five years, the CSCS faculty has discussed the idea of tracks or concentrations within the CNPL major. The major tends to attract students with interests in particular domains. In 2012, the CSCS faculty on the Curriculum Committee discussed these and brainstormed possible broad categories including:

- Community health and education
- Global issues and multiculturalism
- Social justice and community change

A fourth topic of common student interest is sustainability, and this topic is also an interest for several newer CSCS faculty members. Tracks or concentrations within the major could make it more appealing for students struggling to decide between topically focused majors and the substantively broader yet more practically-focused CNPL major. It could also equip students to more effectively pursue particular opportunities post-graduation. Tracks or concentrations would almost certainly need to draw on curricular offerings from other departments, which might require the CSCS department to negotiate cross-listings or reciprocal agreements. For this

reason, the task of creating tracks or concentrations will be complex and will require a dedicated committee to study and implement them.

Need for a Standing Departmental Undergraduate Program Committee (UPC)

In 2010, the SoHE reviewed its governance documents and structure and merged its school-level Undergraduate Programs Council (UPC) and Graduate Programs Council (GPC) into a single Curriculum Committee. The CSCS Department initially had a Departmental Curriculum Committee during the design and launch phases of its graduate program. Since that time, curricular decisions have been made in the departmental general faculty meetings. In 2014, the SoHE faculty voted to reestablish the distinct school-level UPC and GPC structures in lieu of a Curriculum Committee. Due to 1.) recently increased faculty capacity, 2.) the accomplishment of major curricular and administrative hurdles (e.g., establishment of the Civil Society and Community Research graduate program, departmental renaming from Interdisciplinary Studies to Civil Society and Community Studies), and 3.) the needs and opportunities highlighted above, our program review committee hereby recommends that the CSCS department likewise establish a small UPC (2-3 members) and a GPC, the chairs of which will represent the department on the school-level committees. If this recommendation is accepted, the UPC will be the body responsible for leading the initiatives described above during the next five years.

Need to Expand Enrollments while Preserving Quality

Increasing student interest and demand and the growing reputation of the CNPL major are leading to increases in enrollments, as well as waiting lists for courses. Moreover, there are increasing pressures on the UW–Madison campus to serve larger numbers of students in coursework and as majors (particularly as the campus shifts to incentive-based budgeting). The CNPL major has thrived during its first five years in part due to smaller class sizes that allow students to benefit from individual attention from the course instructors, as well as meaningful collaboration with other students. As the major continues to serve more students, care must be taken to sustain and enhance the quality of the undergraduate experience despite the fact that some classes will need to grow substantially. The new CSCS UPC should, in the course of their curriculum mapping process, identify courses that can be intentionally scaled up in a high-quality way – for instance, by having teaching assistants lead discussion sections, or blended learning course designs – to serve larger numbers of students. Our review committee also recommends that some classes in the major (likely advanced courses and elective courses) be preserved as smaller course sizes – through offering multiple sections per semester, or offering more regularly throughout the academic year – to preserve some of the types of experiences that current students and alumni of the CNPL program have enjoyed.

Need to Maintain Diversity

The CNPL major has been, since its beginning, a program that is attractive to racial/ethnic targeted minority students, LGBT students, and students in other targeted categories, such as first-generation college students, students from low-income families, international students, and nontraditional students. As it has grown in the last few years, the proportion of non-majority students has declined due to large influxes of traditional non-minority students. Particularly since the CNPL major focuses on issues that affect low-income communities, communities of color, and other marginalized communities including those outside of the U.S., it is important for the classroom experience and the emerging workforce in community and nonprofit leadership that the CNPL major consistently have a more diverse student body than the UW-Madison campus as a whole. In order to recruit more students from underrepresented groups to the major, it will be necessary for the program faculty and staff to maintain and strengthen relationships and formal and informal partnerships with other units on campus that exist to support non-majority students. These include the Multicultural Student Center, the Multicultural Student Coalition, the People and Posse programs, the McNair Scholars program, the LGBT campus center, and others. Many of these entities support, guide, and advise students regarding their choices of major, and could work in partnership with the CSCS UPC, the SoHE SAA office, and the CNPL major to recruit and mentor students from a diversity of backgrounds.

Possibility of Immersion Experiences

One exciting possibility for curricular innovations in the next phase of the CNPL major involves immersive experiences in communities in Madison and beyond. There are plans to integrate the CNPL curriculum into the community to make a greater impact on our students' learning. An example is the department's partnership with the Family Voices mentoring and tutoring program held at the Boys and Girls Club in South Madison. Some similar programs have off-campus immersive opportunities for their students. The Human & Organizational Development undergraduate program at Vanderbilt University provides one model that could build on and leverage the CNPL internship. That program has supervised internships clustered in Nashville, New York City, San Francisco, Chicago, and London, England. Program faculty and staff reside in each of these cities during each summer and mentor a group of students placed in partner agencies throughout those cities. Pitzer College provides perhaps a more exciting model through its "Pitzer in Ontario" program. In this program, students reside in a university-owned house in Ontario, California and take classes on applied research, social change, and critical community studies. These studies are integrated with participation and collaboration with youth organizing efforts in the region. Both the Vanderbilt and Pitzer models highlight the possibilities for the CNPL major to think creatively about how to integrate immersive, high-impact educational experiences for students with partner institutions and communities locally and across the nation or world.

Review Committee

Brian Christens

Cynthia Jasper

Michael Maguire

Allison Murray, Student Academic Affairs & Career Development

The CNPL Five Year Academic Review was approved by the Department of Civil Society & Community Studies general faculty on November 20, 2014 and by the SoHE Academic Planning Council on January 26, 2015.